

OVERVIEW

UNION

SCOTCH PLAINS-FANWOOD REG

GRADE SPAN 05-08

This school's academic performance **is very high when compared** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **is very high when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	67	93	100%
College and Career Readiness	73	86	100%
Student Growth	49	74	100%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being equal to or above the 80th percentile.

High Performance is defined as being between the 60th and 79.9th percentiles.

Average Performance is defined as being between the 40th and 59.9th percentiles.

Lagging Performance is defined as being between the 20th and 39.9th percentiles.

Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **93%** of schools statewide as noted by its statewide percentile and **67%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **86%** of schools statewide as noted by its statewide percentile and **73%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **74%** of schools statewide as noted by its statewide percentile and **49%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

DEMOGRAPHIC INFORMATION

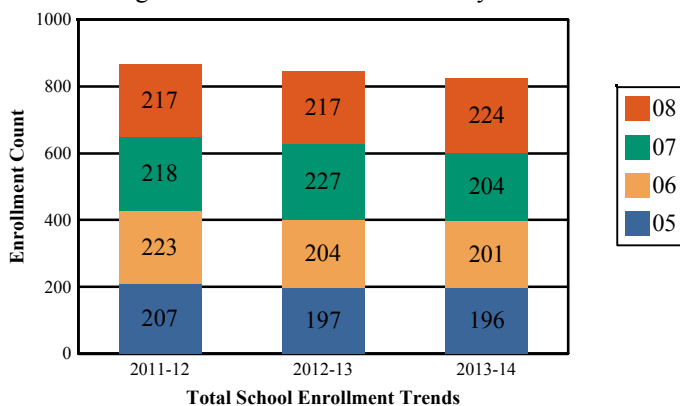
UNION

SCOTCH PLAINS-FANWOOD REG

GRADE SPAN 05-08

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

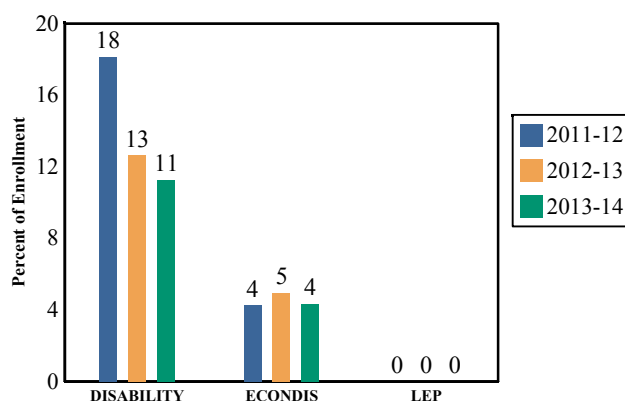


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2011-12	865
2012-13	845
2013-14	825

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	93	11%
Economically Disadvantaged Students	36	4.4%
Limited English Proficient Students	0	0.0%

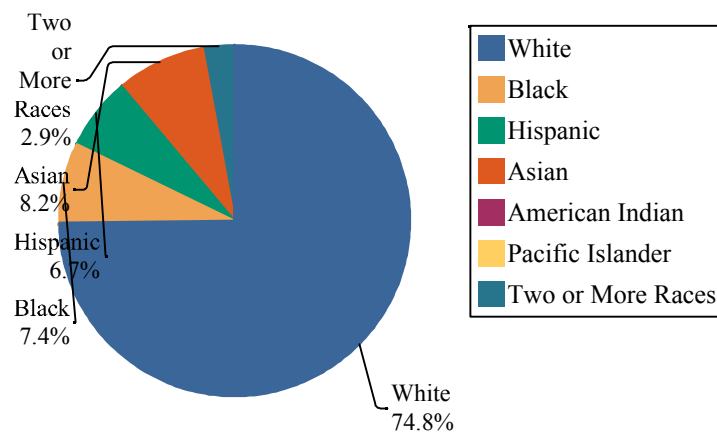
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	94.3%
Chinese	1.7%
Spanish	0.7%
Hindi	0.6%
Gujarati	0.6%
Telugu	0.2%
Other	1.8%

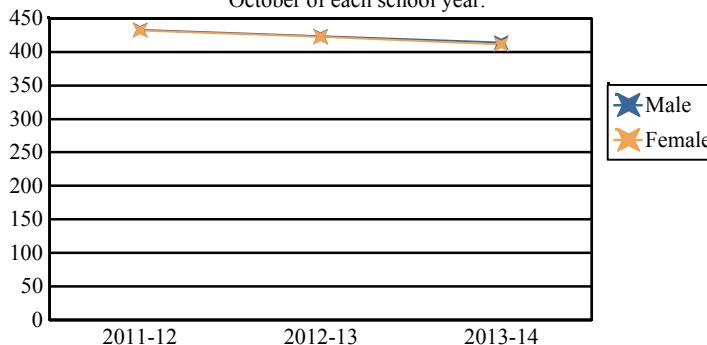
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	433	432
2012-13	423	422
2013-14	414	411

ACADEMIC ACHIEVEMENT

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	89%	59	90	100%
NJASK Math Proficiency and above	92%	75	95	100%
SUMMARY - Academic Achievement		67	93	100%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

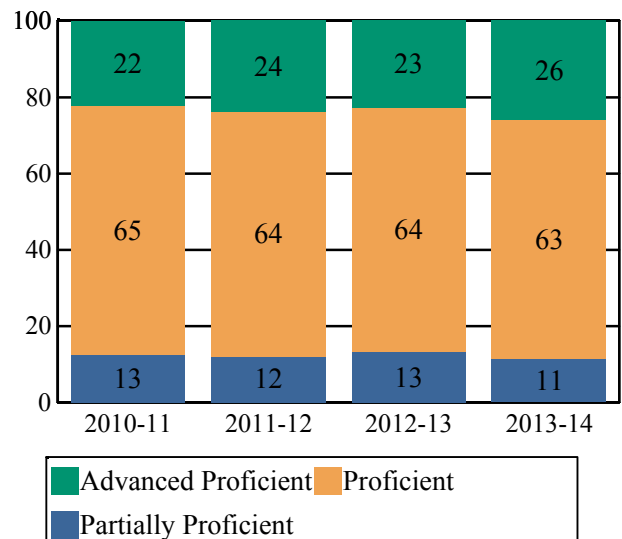
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	822	88.6	90	YES*
White	625	90	90	YES
Black	55	74.5	76.5	YES*
Hispanic	56	80.3	86.3	YES*
American Indian	-	-		--
Asian	65	92.3	90	YES
Two or More Races	-	-		--
Students with Disability	114	53.5	59.4	YES*
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	31	71	74.3	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

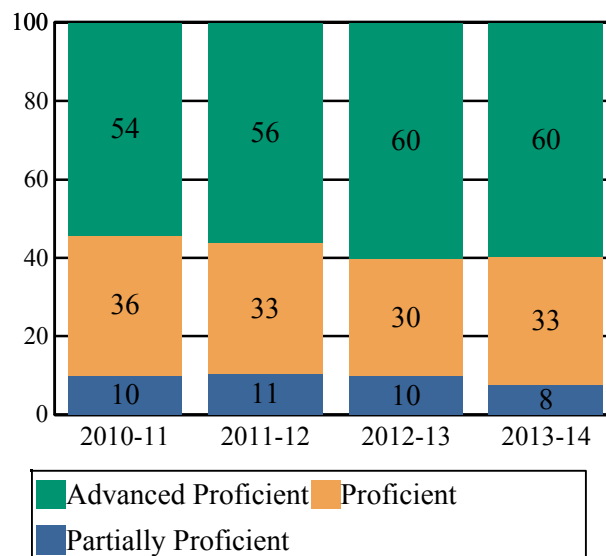
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	822	92.3	90	YES
White	625	94.2	90	YES
Black	55	74.5	79.9	YES*
Hispanic	56	78.6	86.3	YES*
American Indian	-	-		--
Asian	65	98.5	90	YES
Two or More Races	-	-		--
Students with Disability	114	64.9	64.9	YES
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	31	67.7	79.1	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	22%	64%	15%
White	20%	65%	15%
Black	18%	73%	9%
Hispanic	14%	71%	14%
American Indian	-	-	-
Asian	50%	33%	17%
Two or More Races	-	-	-
Students with Disability	3%	47%	50%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

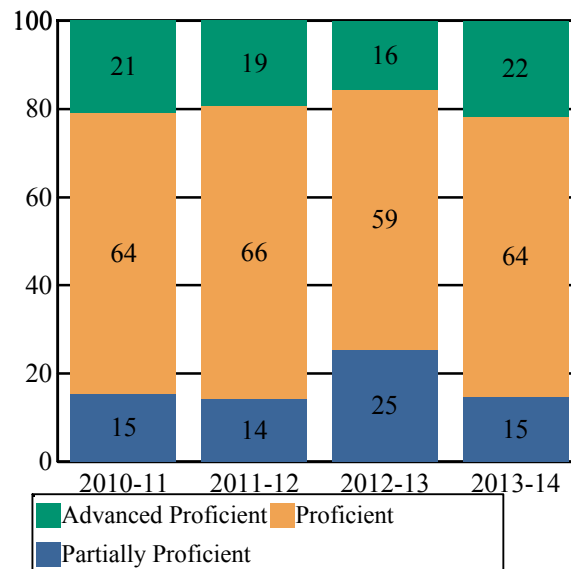
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	18%	65%	17%
White	17%	71%	13%
Black	0%	47%	53%
Hispanic	-	-	-
American Indian	-	-	-
Asian	50%	40%	10%
Two or More Races	-	-	-
Students with Disability	6%	47%	47%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

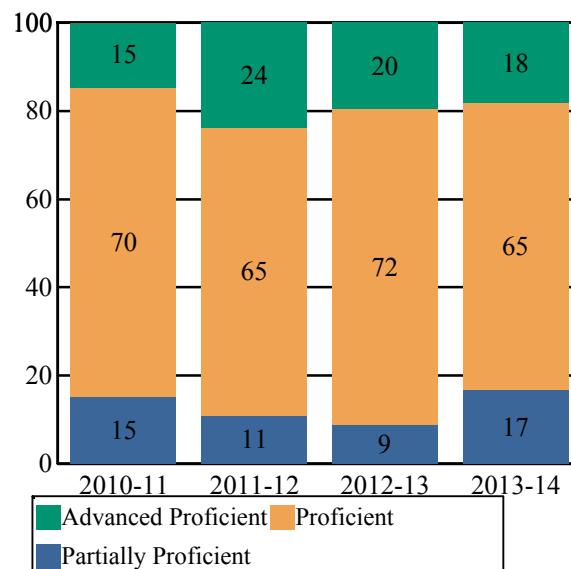
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	36%	55%	9%
White	36%	56%	8%
Black	20%	60%	20%
Hispanic	17%	67%	17%
American Indian	-	-	-
Asian	72%	28%	0%
Two or More Races	-	-	-
Students with Disability	0%	62%	38%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

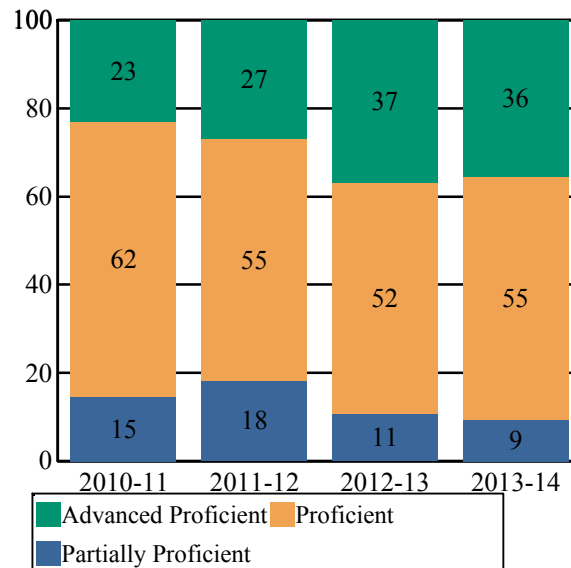
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	28%	67%	6%
White	29%	67%	4%
Black	17%	75%	8%
Hispanic	7%	73%	20%
American Indian	-	-	-
Asian	53%	40%	7%
Two or More Races	-	-	-
Students with Disability	0%	50%	50%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	8%	85%	8%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

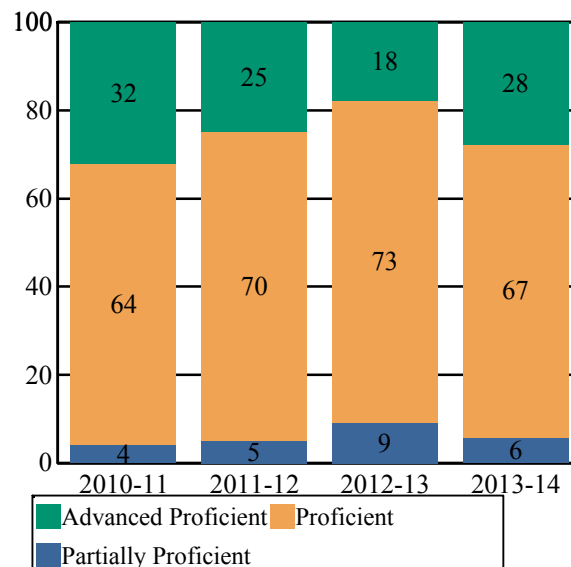
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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GRADE SPAN 05-08

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	67%	29%	5%
White	66%	29%	5%
Black	55%	45%	0%
Hispanic	64%	29%	7%
American Indian	-	-	-
Asian	92%	8%	0%
Two or More Races	-	-	-
Students with Disability	22%	59%	19%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

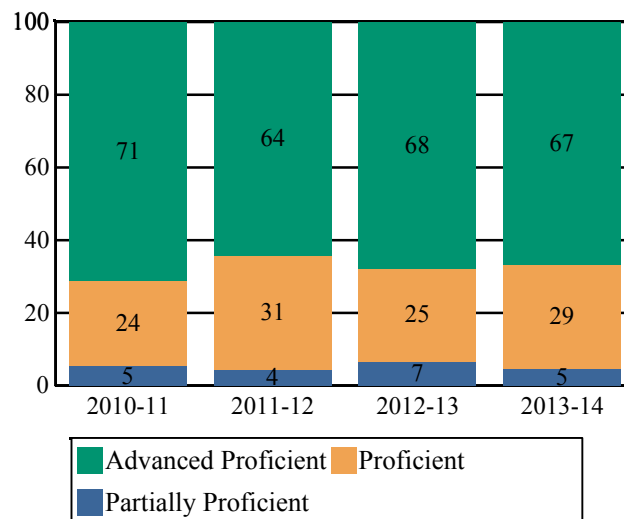
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	49%	43%	8%
White	47%	48%	5%
Black	29%	29%	41%
Hispanic	-	-	-
American Indian	-	-	-
Asian	85%	15%	0%
Two or More Races	-	-	-
Students with Disability	26%	44%	29%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

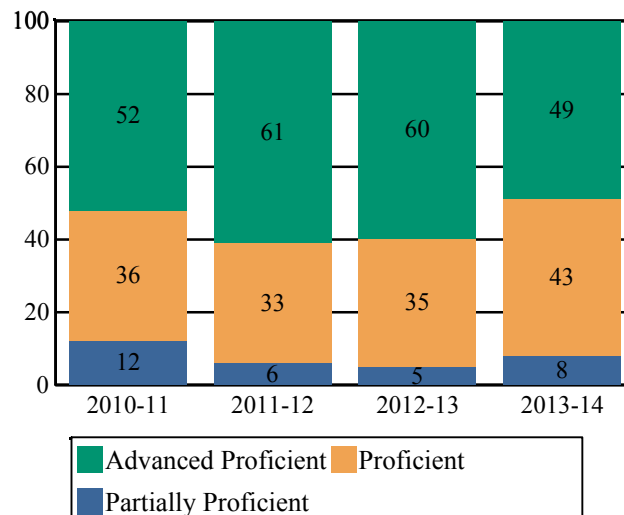
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	52%	40%	8%
White	53%	40%	7%
Black	47%	33%	20%
Hispanic	33%	44%	22%
American Indian	-	-	-
Asian	72%	28%	0%
Two or More Races	-	-	-
Students with Disability	19%	38%	42%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 08

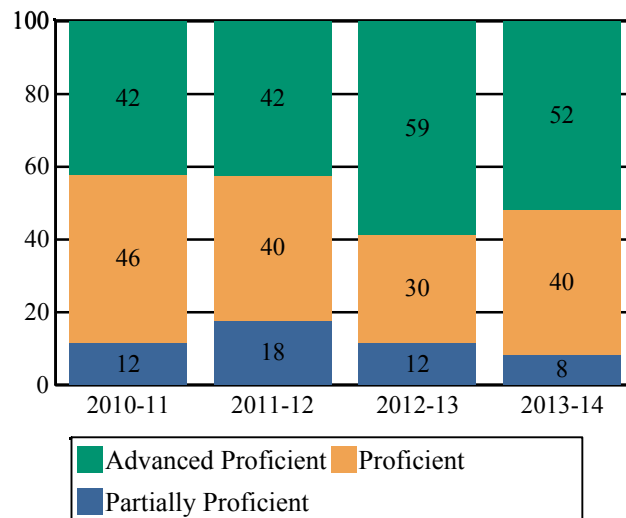
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	70%	21%	9%
White	75%	20%	6%
Black	42%	25%	33%
Hispanic	20%	40%	40%
American Indian	-	-	-
Asian	87%	7%	7%
Two or More Races	-	-	-
Students with Disability	5%	36%	59%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	38%	23%	38%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

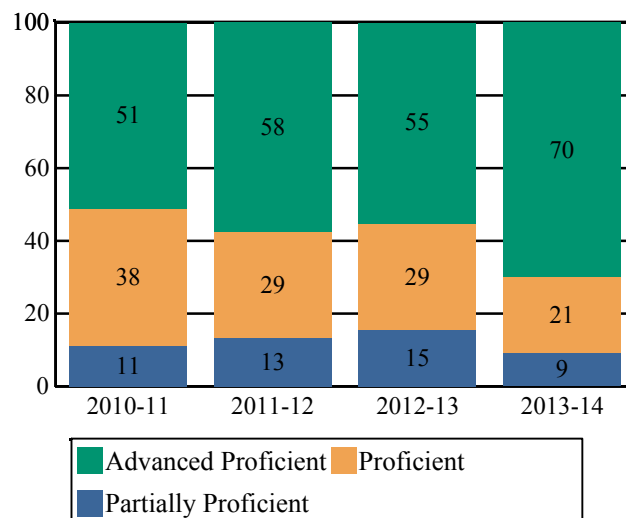
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

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TERRILL MIDDLE SCHOOL

1301 TERRILL ROAD

SCOTCH PLAINS, NJ 07076-2597

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

NJASK Results - Science Grade Level - 08

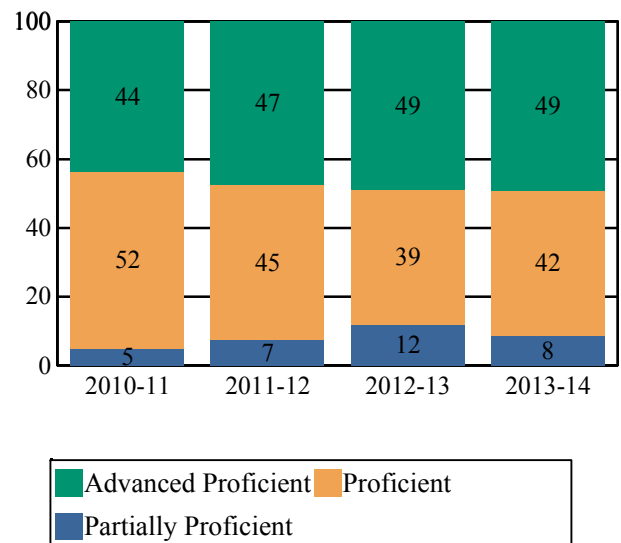
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	49%	42%	8%
White	50%	43%	7%
Black	25%	58%	17%
Hispanic	27%	47%	27%
American Indian	-	-	-
Asian	87%	7%	7%
Two or More Races	-	-	-
Students with Disability	9%	18%	73%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	15%	62%	23%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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TERRILL MIDDLE SCHOOL

1301 TERRILL ROAD

SCOTCH PLAINS, NJ 07076-2597

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	100%	100	100	20%	YES
Chronic Absenteeism (%)	4%	45	72	6%	YES
Summary		73	86		100%

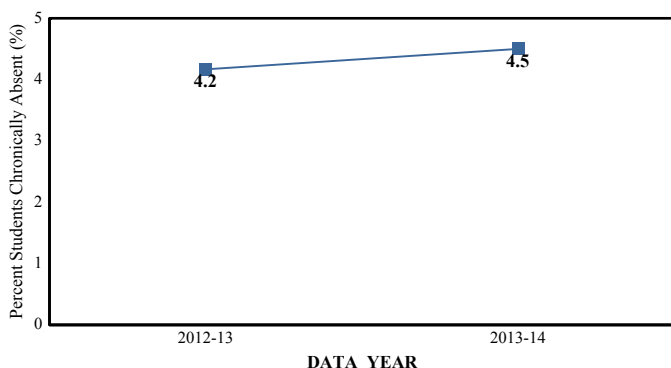
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2013-14	School
Students taking Algebra I	100%
Algebra grade (C or better)	96%

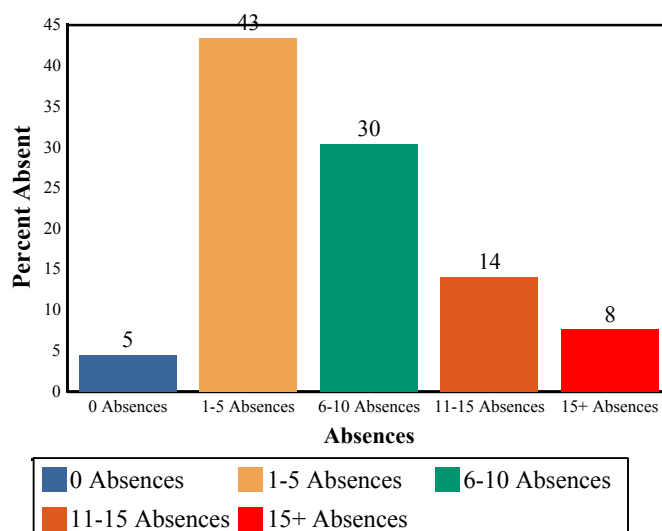
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

UNION

SCOTCH PLAINS-FANWOOD REG

GRADE SPAN 05-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	52	39	66	35	YES
Student Growth on Math	58	59	82	35	YES
		49	74		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	7%	3%	2%
Proficient	21%	21%	20%
Advanced Proficient	4%	7%	14%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	4%	2%	1%
Proficient	14%	10%	8%
Advanced Proficient	11%	15%	35%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

SCOTCH PLAINS-FANWOOD REG

GRADE SPAN 05-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	298	300
75th	242	224
50th	224	206
25th	206	186
0th	140	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	38

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	283	300
75th	244	230
50th	224	211
25th	206	192
0th	142	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	38

Grade Level - 05

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	296	262
50th	262	235
25th	239	206
0th	136	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	57	56

Grade Level - 06

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	276	259
50th	242	228
25th	221	201
0th	132	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	58

WITHIN SCHOOL ACHIEVEMENT GAP

UNION

SCOTCH PLAINS-FANWOOD REG

GRADE SPAN 05-08

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	259	234
50th	232	211
25th	213	188
0th	140	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	46

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	289	300
75th	250	238
50th	236	221
25th	224	204
0th	156	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	34

Grade Level - 07

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	273	250
50th	250	214
25th	221	184
0th	129	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	66

Grade Level - 08

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	300	259
50th	270	227
25th	234	192
0th	129	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	66	67

SCHOOL CLIMATE

UNION

SCOTCH PLAINS-FANWOOD REG

GRADE SPAN 05-08

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 32 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	1.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	5 Hrs. 43 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	12
Administrators	413

SCHOOL PEER GROUP**TERRILL MIDDLE SCHOOL****39-4670-065**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	DEMAREST BORO	DEMAREST MIDDLE SCHOOL	03-1070-040 05-08		2.3%	2.0%	15.9%
BERGEN	ENGLEWOOD CLIFFS BORO	UPPER SCHOOL	03-1380-060 03-08		1.6%	2.2%	13.7%
BERGEN	HILLSDALE BORO	GEORGE G WHITE	03-2180-020 05-08		5.5%	0.3%	19.3%
BERGEN	OLD TAPPAN BORO	CHARLES DEWOLF MIDDLE SCHOOL	03-3850-030 05-08		0.5%	2.8%	10.3%
BERGEN	PARAMUS BORO	WEST BROOK MIDDLE SCHOOL	03-3930-060 05-08		6.4%	0.0%	19.5%
BERGEN	RAMSEY BORO	ERIC S. SMITH MIDDLE SCHOOL	03-4310-055 06-08		5.3%	0.4%	14.2%
CAPE MAY	AVALON BORO	AVALON ELEMENTARY SCHOOL	09-0170-010 05-08		3.5%	0.0%	10.3%
CHARTERS	CLASSICAL ACADEMY CS OF CLIFTON	CLASSICAL ACADEMY CHARTER SCHOOL OF CLIFTON	80-6230-915 06-08		1.7%	0.0%	0.0%
ESSEX	CALDWELL-WEST CALDWELL	GROVER CLEVELAND MIDDLE SCHOOL	13-0660-060 06-08		4.4%	0.0%	14.9%
ESSEX	CEDAR GROVE TWP	MEMORIAL MIDDLE SCHOOL	13-0760-058 05-08		3.6%	0.7%	11.3%
ESSEX	MILLBURN TWP	MILLBURN MIDDLE SCHOOL	13-3190-060 06-08		3.1%	1.2%	13.3%
ESSEX	WEST ESSEX REGIONAL	WEST ESSEX MIDDLE SCHOOL	13-5630-070 07-08		4.6%	0.2%	13.3%
MERCER	ROBBINSVILLE TWP	POND ROAD MIDDLE SCHOOL	21-5510-040 04-08		3.6%	0.1%	11.4%
MERCER	W WINDSOR-PLAINS BORO REG	COMMUNITY MIDDLE SCHOOL	21-5715-140 06-08		4.7%	0.2%	10.6%
MIDDLESEX	CRANBURY TWP	CRANBURY SCHOOL	23-0970-030 PK-08		3.7%	1.1%	14.3%
MONMOUTH	BRIELLE BORO	BRIELLE ELEMENTARY SCHOOL	25-0560-020 PK-08		5.1%	0.4%	13.5%
MONMOUTH	MARLBORO TWP	MARLBORO MEMORIAL MIDDLE SCHOOL	25-3030-048 06-08		3.5%	0.0%	11.5%
MONMOUTH	MARLBORO TWP	MARLBORO MIDDLE SCHOOL	25-3030-050 06-08		3.7%	0.5%	14.7%
MONMOUTH	MIDDLETOWN TWP	THOMPSON MIDDLE SCHOOL	25-3160-057 06-08		4.0%	0.0%	13.6%
MONMOUTH	SPRING LAKE BORO	H W MOUNTZ ELEMENTARY SCHOOL	25-4980-050 PK-08		3.7%	0.0%	11.7%
MORRIS	MONTVILLE TWP	ROBERT R LAZAR MIDDLE SCHOOL	27-3340-030 06-08		3.7%	0.8%	17.0%
MORRIS	MORRIS PLAINS BORO	MORRIS PLAINS BOROUGH SCHOOL	27-3380-020 03-08		4.3%	0.0%	13.3%
MORRIS	PEQUANNOCK TWP	PEQUANNOCK VALLEY SCHOOL	27-4080-080 06-08		5.8%	0.2%	14.9%
PASSAIC	WAYNE TWP	SCHUYLER-COLFAX MIDDLE SCHOOL	31-5570-145 06-08		7.0%	0.0%	18.3%
SOMERSET	BRANCHBURG TWP	BRANCHBURG CENTRAL MIDDLE SCHOOL	35-0510-020 06-08		5.1%	0.2%	19.1%
SOMERSET	MONTGOMERY TWP	MONTGOMERY UPPER MIDDLE SCHOOL	35-3320-070 07-08		3.3%	1.0%	10.4%
SUSSEX	GREEN TWP	GREEN HILLS SCHOOL	37-1800-060 KG-08		3.1%	0.0%	10.0%
SUSSEX	SPARTA TWP	SPARTA MIDDLE SCHOOL	37-4960-057 06-08		4.9%	0.3%	15.1%
UNION	CRANFORD TWP	HILLSIDE AVENUE SCHOOL	39-0980-033 KG-08		7.1%	0.8%	23.9%
UNION	NEW PROVIDENCE BORO	NEW PROVIDENCE MIDDLE SCHOOL	39-3560-080 07-08		4.0%	0.0%	7.5%
UNION	SCOTCH PLAINS-FANWOOD REG	TERRILL MIDDLE SCHOOL	39-4670-065 05-08		4.4%	0.0%	11.3%